

Parent, Teacher, and School Summary Sheet

About the study



The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) is the third in a series of longitudinal studies about young children sponsored by the National Center for Education Statistics. Like its predecessor studies, the ECLS-K:2011 will provide important information on children's early learning and development, transition into kindergarten, and progress through school. The new cohort of kindergartners' experiences will be compared to those of over a decade earlier to study the extent to which the demographic profile of children, their academic and social skills, and their environment for learning have changed. The data collected will allow researchers, policymakers, educators, and parents to better understand how student, home, classroom, school, and community factors in children's lives relate to cognitive, social, and emotional development, and physical health at various points.

Why is the ECLS-K:2011 so important?



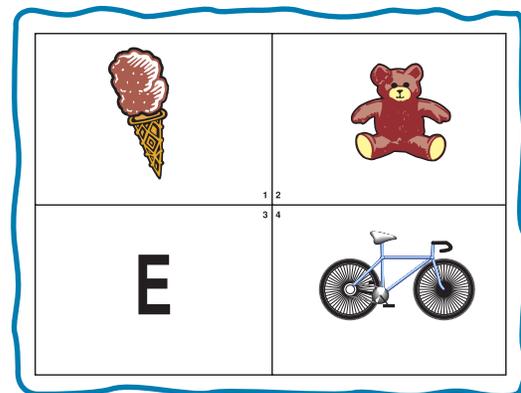
Because many factors influence children's school outcomes, it is important to understand the different environments in which children live and learn. The ECLS-K:2011 will allow researchers and policymakers to answer the following types of questions:

- What do children know and what skills do they possess when they start school?
- How well do children do in their first encounter with formal school?

- How healthy are kindergartners? What percentage are considered overweight or underweight? How many have difficulty hearing?
- How do kindergartners behave? Do they pay attention to teachers, cooperate with other children, and display an eagerness to learn?
- How do children's knowledge, skills, and behavior change over time? How do their school experiences change over time?
- How well do children's kindergarten programs prepare them for the opportunities and challenges in later grades?

Example Item

Point to the letter.



The two phases of the study



Phase I. During fall 2009, approximately 3,150 kindergarten, first-grade, second-grade, and third-grade children from about 50 schools across the United States will be invited to participate to help us refine the assessments that will be used during phase II. In addition, six teachers at each school (two each from kindergarten, first, and second grade) will be asked to complete questionnaires. During phase I, the study will ask:

- **Children** to participate in assessments designed to measure important reading, math, and science skills and knowledge. This assessment will be conducted by trained assessors through an untimed one-on-one session taking approximately 60 minutes. In addition to the cognitive assessment, participating children will have their vision and hearing screened, which will take approximately 30 minutes.
- **Teachers** to complete a Science Academic Rating Scale for five of their students with different abilities. The information provided will not be linked to any particular child.
- **School staff** to provide demographic information for each participating student as well as space to conduct the assessments. We will be in each school an average of 4 days.
- **Parents** for permission for their children to participate in the study and to have their children's hearing and vision tested.

Phase II. During the 2010-11 school year, approximately 20,700 kindergartners in 900 public and private schools across the nation will be selected for the ECLS-K:2011 study. The ECLS-K:2011 will collect information in fall and spring from children, parents, teachers, and school principals to provide rich data on children's early school experiences beginning with kindergarten and

following children through fifth grade. During phase II, the study will ask:

- **Children** to participate in assessments designed to measure important reading, math, and science skills and knowledge. These assessments will be conducted in one-on-one sessions with trained assessors. Children will have their height and weight measured. In kindergarten, they also will have their hearing tested.
- **Parents** to participate in telephone interviews to provide background information about their child, their family, and themselves.
- **Teachers** to complete questionnaires that ask for information about their backgrounds, teaching practices, and the classroom learning environment. In addition, teachers will be asked to rate academic skills for sampled children in their classes.
- **School administrators** to complete questionnaires about their backgrounds, the physical and organizational characteristics of their school, and programs at the school.
- For permission from the children's parents to interview **before- and after-school care providers**. Care providers will be interviewed about both their care settings and their care of the ECLS-K:2011 children. Care providers will be interviewed only during the kindergarten year.

All information provided by respondents will be protected from disclosure to the fullest extent allowable by law. Information from multiple individuals will be combined to produce statistical reports; no individual student, parent, teacher, or school data (e.g., name or address) will be included in any reports. To learn more about the study and to see reports from the earlier ECLS studies visit <http://nces.ed.gov/ecls>. For more information about the ECLSK:2011, visit <http://nces.ed.gov/ecls/MyECLSK2011>.

Thank You!

Your participation is vitally important to the success of the ECLS-K:2011!

If you have any questions about the study, call (888) 204-4864
or send an e-mail to ECLSKHELP@Westat.com.

Parent, Teacher, and School Summary Sheet

About the study

The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) is the third in a series of longitudinal studies about young children sponsored by the National Center for Education Statistics. Like its predecessor studies, the ECLS-K:2011 will provide important information on children's early learning and development, transition into kindergarten, and progress through school. The new cohort of kindergartners' experiences will be compared to those of over a decade earlier to study the extent to which the demographic profile of children, their academic and social skills, and their environment for learning have changed. The data collected will allow researchers, policymakers, educators, and parents to better understand how student, home, classroom, school, and community factors in children's lives relate to cognitive, social, and emotional development, and physical health at various points.

Why is the ECLS-K:2011 so important?

Because many factors influence children's school outcomes, it is important to understand the different environments in which children live and learn. The ECLS-K:2011 will allow researchers and policymakers to answer the following types of questions:

- What do children know and what skills do they possess when they start school?
- How well do children do in their first encounter with formal school?
- How healthy are kindergartners? What percentage are considered overweight or underweight? How many have difficulty hearing?

- How do kindergartners behave? Do they pay attention to teachers, cooperate with other children, and display an eagerness to learn?
- How do children's knowledge, skills, and behavior change over time? How do their school experiences change over time?
- How well do children's kindergarten programs prepare them for the opportunities and challenges in later grades?

The two phases of the study

Phase I. During fall 2009, approximately 1,200 Spanish-speaking kindergartners from about 50 schools across the United States will be invited to participate in the study to help us refine the basic reading skills assessments that will be used during phase II. During phase I, the study will ask:

- **Children** to participate in assessments designed to measure reading skills in English and Spanish. These assessments will be conducted by trained

Example Item

Point to the letter.

	
E	

1 2
3 4

assessors through a one-on-one assessment taking approximately 30 minutes.

- **School staff** to provide demographic information for each participating child, as well as space to conduct the assessments. We will be in each school an average of 2 days.

Phase II. During the 2010-11 school year, approximately 20,700 kindergartners in 900 public and private schools across the nation will be selected for the ECLS-K:2011 study. The ECLS-K:2011 will collect information in fall and spring from children, parents, teachers, and school principals to provide rich data on children's early school experiences beginning with kindergarten and following children through fifth grade. During phase II, the study will ask:

- **Children** to participate in assessments designed to measure important reading, math, and science skills and knowledge. These assessments will be conducted in one-on-one sessions with trained assessors. Children will have their height and weight measured. In kindergarten, they also will have their hearing tested.
- **Parents** to participate in telephone interviews to provide background information about their child, their family, and themselves.

- **Teachers** to complete questionnaires that ask for information about their backgrounds, teaching practices, and the classroom learning environment. In addition, teachers will be asked to rate academic skills for sampled children in their classes.
- **School administrators** to complete questionnaires about their backgrounds, the physical and organizational characteristics of their school, and programs at the school.
- For permission from the children's parents to interview **before- and after-school care providers**. Care providers will be interviewed about both their care settings and their care of the ECLS-K:2011 children. Care providers will be interviewed only during the kindergarten year.

All information provided by respondents will be protected from disclosure to the fullest extent allowable by law. Information from multiple individuals will be combined to produce statistical reports; no individual student, parent, teacher, or school data (e.g., name or address) will be included in any reports. To learn more about the study and to see reports from the earlier ECLS studies visit <http://nces.ed.gov/ecls>. For more information about the ECLSK:2011, visit <http://nces.ed.gov/ecls/MyECLSK2011>.

Thank You!

Your participation is vitally important to the success of the ECLS-K:2011!

If you have any questions about the study, call (888) 204-4864
or send an e-mail to ECLSKHELP@Westat.com.

About the study



The *Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)* is an exciting new study sponsored by the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education and conducted by Westat.

During the 2010-11 school year, approximately 20,700 kindergartners in 900 public and private schools across the nation will be selected for the ECLS-K:2011. The ECLS-K:2011 will gather information from multiple sources to provide rich data on children's early school experiences beginning with kindergarten and following children through fifth grade. Each year, the study will conduct:

- **Child assessments** – Children will be assessed in reading, mathematics, and science in one-on-one sessions with trained assessors during the regular school day.
- **Physical measurements** – Children will have their height and weight measured. In kindergarten they also will have their hearing tested.
- **Parent interviews** – Parents will be asked to participate in telephone interviews to provide background information about their child, their family, and themselves.
- **Teacher and school administrator interviews** – Children's teachers will be asked to complete questionnaires that ask about their backgrounds, teaching practices, and the classroom learning environment. They also will be asked about children's academic skills. Children's school administrators will be asked to complete questionnaires about their backgrounds and features of their school and programs at the school.
- **Before- and after- school care provider interviews** – In the kindergarten year, before- and after-school care providers will be interviewed about both their care settings and their care of the ECLS-K:2011 children.



For additional questions or comments, contact:

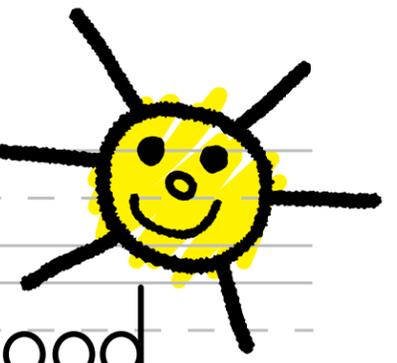
Gail Mulligan
ECLS-K:2011 Project Officer
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5650
Phone: (202) 502-7491
E-Mail: ECLS@ed.gov

Karen Tourangeau
ECLS-K:2011 Project Director
Westat, Inc.
1600 Research Blvd
Rockville, MD 20850
Phone: (888) 204-4864
E-Mail: ECLSKHELP@westat.com

To learn more about the ECLS program,
visit <http://nces.ed.gov/ecls> and
to learn more about the ECLS-K:2011
visit <http://nces.ed.gov/ecls/myeclsk2011>



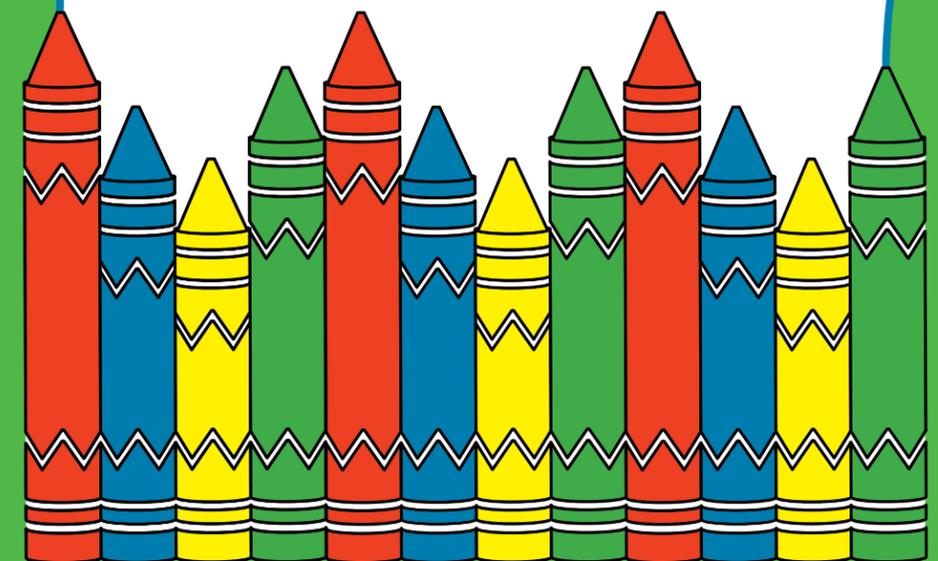
NCES is authorized to conduct this study under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). Under that law, the data provided by respondents may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (Public Law 107-279, Section 183). The U.S. Office of Management and Budget has approved the data collection under OMB # 1850-0750.



Early Childhood Longitudinal Study

Kindergarten Class of 2010-11

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education





The ECLS program

The ECLS-K:2011 is the third in a series of early childhood longitudinal studies sponsored by the National Center for Education Statistics. Like its predecessors, the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) and the Early Childhood Longitudinal Study, Birth Cohort of 2001 (ECLS-B), the ECLS-K:2011 will provide comprehensive and reliable data about today's children, their early learning and development, transition into kindergarten, and progress through school. The data collected over the years will allow researchers, policymakers, and educators to study how student, home, classroom, school, and community factors in children's lives relate to cognitive, social, and emotional development and physical health at various points.

Why is the ECLS-K:2011 so important?

Because many factors influence children's school experiences and outcomes, it is important to understand the different environments in which children live and learn. The ECLS-K:2011 will allow researchers and policymakers to answer the following types of questions:

- What do children know and what skills do they possess when they start school?
- How well do children do in their first encounter with formal schooling?
- How healthy are kindergartners? What percentage are considered overweight or underweight? How many have difficulty hearing?
- How do kindergartners behave? Do they pay attention to teachers, cooperate with other children, and display an eagerness to learn?
- How do children's knowledge, skills, and behavior change over time? How do their school experiences change over time?
- How well do children's kindergarten programs prepare them for the opportunities and challenges in later grades?

Comparing kindergartners then and now

The last nationally representative study to track students through elementary school began with a kindergarten class in 1998-99. There have been many changes in children's lives and in their families and schools in the past 12 years.

For example;

- In early 2002 the No Child Left Behind Act (NCLB) was signed into law. NCLB requires schools to test 3rd through 8th graders to show they are making progress.
- School choice options, in particular public charter schools, have become more available to parents.
- More children have experience with computers and the internet. More educational television programs are available and aimed at young children.
- Health issues that can affect children's performance in school, such as child obesity and asthma, have become more prevalent. There also has been increased attention paid to autism spectrum disorders and to learning disabilities, such as attention deficit disorder.
- There has been an increase in access to prekindergarten programs, including state-funded programs.

The new ECLS-K:2011 can compare today's kindergartners and the environments in which they are learning to those of over a decade ago.



Why should I participate?

The ECLS-K:2011 will provide information that can help families, teachers, schools, superintendents, policy makers, and researchers make informed decisions about what is best for today's children. It also can be used to explore how changes in school policy and the learning environment affect children's experience in kindergarten and in later school years. Such information is critical to providing our children with the best opportunity for success.

We found during the ECLS-K that children enjoyed the assessments and showing what they knew. Parents also reported that they were happy to participate:

"I feel strongly that more parents should get involved to help improve the education system in this country. I am very excited and happy to be a part of this landmark study."

- Parent, Boston, MA

"We are happy to make a difference in education and the future of the early childhood program."

- Parent, Mason City, IA

"I think the study was a good idea. I was very happy that (my son) was picked. He said it was fun and that he had a really good time."

- Parent, Cincinnati, OH

The success of the ECLS-K:2011 depends on your help. It is vitally important that those individuals who are selected agree to participate because they represent many others across the nation. Your participation will help to assure that the experiences of all parents and kindergartners are represented in the study.

The ECLS-K:2011 will...

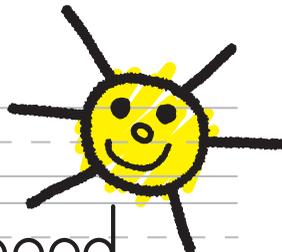
- Provide information on students enrolled in kindergarten during the 2010-11 school year;
- Track children's progress through elementary school, providing a rich and comprehensive source of information on children's early learning and development;
- Allow comparisons with the kindergarten class of 1998-99 to see how young children's early learning experiences have changed over the intervening 12 years; and
- Provide policy makers, education professionals, researchers, and parents with important information about children's education and development.

For questions or comments, contact:

Gail Mulligan,
ECLS-K:2011 Project Officer
Institute of Education Sciences
National Center for Education Statistics
1900 K Street, NW
Washington, DC 20006-5650
Phone: (202) 502-7499
E-Mail: ECLS@ed.gov

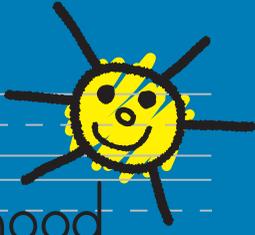


Karen Tourangeau,
ECLS-K:2011 Project Director
Westat, Inc.
1600 Research Blvd
Rockville, MD 20850
Phone: (888) 204-4864
E-Mail: ECLSKHELP@westat.com

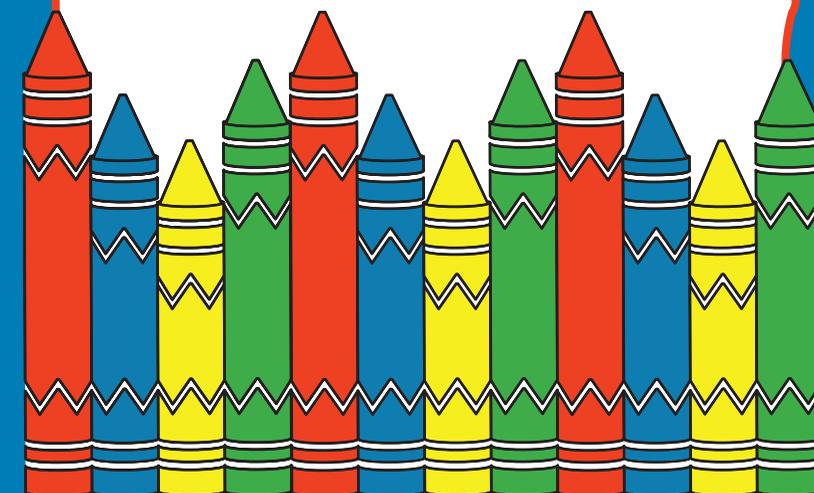


Early
Childhood
Longitudinal
Study
Kindergarten Class of 2010-11

Timeline of Data Collection Activities
2010-11 School Year



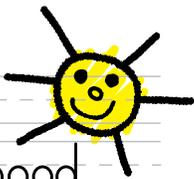
Early
Childhood
Longitudinal
Study
Kindergarten Class of 2010-11



TIMELINE OF ECLS-K:2011 DATA COLLECTION ACTIVITIES FOR SCHOOL YEAR 2010-11

	FALL 2010	SPRING 2011	BENEFITS
Principal	<ul style="list-style-type: none"> • Selects an assessment date convenient for the school. • Identifies a school coordinator. The school coordinator works with ECLS-K:2011 staff to plan for the assessment. 	<ul style="list-style-type: none"> • Completes the school administrator questionnaire. 	<ul style="list-style-type: none"> • Represents principals in similar schools. • Receives on average of \$200 for their school in Spring 2011. • Receives \$25 in Spring 2011 in appreciation for completing the school administrator questionnaire.
School Coordinator	<ul style="list-style-type: none"> • Works with ECLS-K:2011 staff. Arranges logistics for data collection within the school. • Provides a list of students to participate in the study. • Arranges for parental notification for students to participate in the ECLS-K:2011. 	<ul style="list-style-type: none"> • Distributes school administrator and teacher questionnaires. • Collects completed questionnaires. 	<ul style="list-style-type: none"> • Assists in obtaining important information about schools, teachers, and students in the U.S. • Receives \$25 in Fall 2010.
Teacher	<ul style="list-style-type: none"> • Completes a form asking about academic skills and classroom behavior for each sampled student in his or her class. • Completes a teacher questionnaire. 	<ul style="list-style-type: none"> • Completes a student rating form for each sampled student in his or her class. • Completes a teacher questionnaire. 	<ul style="list-style-type: none"> • Provides important information about U.S. kindergartners and their school environments. • Receives \$7 per completed Student Rating Form.
Parent	<ul style="list-style-type: none"> • Provides consent for his or her child to participate in the ECLS-K:2011. • Responds to a telephone interview. 	<ul style="list-style-type: none"> • Responds to a telephone interview. 	<ul style="list-style-type: none"> • Represents U.S. parents of kindergartners like him/herself and contributes to an understanding of the importance of family background factors in early learning and achievement. • Receives informational study material including newsletters and summaries of results from previous ECLS studies.
Child	<ul style="list-style-type: none"> • Participates in a one-on-one assessment. 	<ul style="list-style-type: none"> • Participates in a one-on-one assessment. 	<ul style="list-style-type: none"> • Represents U.S. students like him/herself and contributes to an understanding of what U.S. kindergartners know and can do.
ECLS-K:2011 Staff	<ul style="list-style-type: none"> • Provide school information packets to schools in advance of the school recruitment calls. • Work with the principal to identify a school coordinator and to set an assessment date. • Sample kindergartners within each school and link teachers to students. • Help school coordinator with assessment details. • Conduct child assessments and parent interviews. • Maintain school, teacher, and student confidentiality. 	<ul style="list-style-type: none"> • Conduct child assessments and parent interviews. • Collect completed school and teacher questionnaires. 	<ul style="list-style-type: none"> • Provide valuable data to policymakers, educators, researchers, and the general public about U.S. kindergartners.
Find Out More	http://nces.ed.gov/ecls/myeclsk2011		





Hearing Test

Why test children's hearing?



Good hearing ability is important for doing well in school. In order to learn well, children must be able to hear and understand what is going on around them. Even minor hearing losses can lead to problems in school. Some children may be born with a hearing loss that is not detected. Children may also develop hearing loss due to ear infections, accidents, loud noise, or medications. As part of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), trained technicians will test participating children's hearing. You will receive a letter with the results of your child's hearing test. If your child's hearing results are outside the normal range, the letter will suggest that you talk with your child's doctor or a health care provider who specializes in hearing assessments, such as an audiologist or an ENT (ear, nose, throat) doctor.

How will hearing be tested?



Testing your child's hearing will only take about 10 to 15 minutes and will not cause any pain or discomfort. Before performing the hearing test, the technician will look into your child's ear canals with a light to see if anything (such as earwax) is blocking them. The technician will make a note of any blockage but will not attempt to remove it. The technician will then perform two standard hearing tests.



First, the technician will check to see how well your child's eardrums move. Eardrums vibrate in response to sound, but sometimes ear infections or fluid in

the ears can prevent them from moving properly and affect a child's ability to hear. During this test, the technician will cover the opening to your child's ear with a rubber cuff and send sounds into the ear canal to measure the eardrum's response. This is a completely painless procedure.

Second, the technician will measure how well your child can hear certain sounds. To do this, the technician will use either earphones (similar to "ear buds" used with music players) or headphones covering your child's ears and

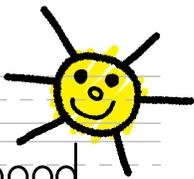


play a series of short tones through them. The tones will have various pitches from low to high and will gradually become softer and softer until your child cannot hear them. The technician will ask your child to raise his or her hand whenever he or she hears a tone.



For each child tested, the technician will use a new set of disposable components that touch the child's ears (e.g., the earphone foam tips or headphone covers).

The hearing testing is being conducted in collaboration with the National Institute on Deafness and Other Communication Disorders (NIDCD), National Institutes of Health (NIH), (<http://www.nidcd.nih.gov>), which is a cosponsor of the ECLS-K:2011.



Vision Test

Why test children's vision?



Clear, sharp vision is important for children to participate fully and safely in the classroom, on the playground, and at home too. As part of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), trained technicians will test the children's vision. You will receive a letter with the results of your child's vision test. If your child's vision results are outside the normal range, the letter will suggest that you talk with an eye care provider.

How will vision be tested?



Testing your child's vision will only take about 5 to 10 minutes and will not cause any pain or discomfort. The technician will perform two different tests.



During the first test, the technician will check to see how well your child can see. This test is similar to the eye chart

test done in a doctor's office. Children will be seated about 10 feet away from a computer screen. As the child covers first one eye and then the other, letters will be displayed on the screen. At first the letters will be very large and as the test progresses, the letters will decrease in size. Children who normally wear eyeglasses or contacts will keep them on for this test.

During the second test, the technician will determine whether your child's eyes have problems focusing.

Conditions such as nearsightedness, farsightedness, and astigmatism make it difficult for children to see clearly. These

conditions are correctable with eyeglasses and contact lenses. To do this test, the technician will use a piece of equipment that, in a matter of seconds, will automatically take several readings from each eye to capture how well the eyes focus. Children who normally wear eyeglasses will be asked to take them off for this test.

The technician will sterilize the vision equipment after each child is tested.

The vision testing is being conducted in collaboration with the National Eye Institute, National Institutes of Health (<http://www.nei.nih.gov>), which is a cosponsor of the ECLS-K:2011.

